STATE OF MICHIGAN

GROUP THREE

MANAGER COMPETENCIES

BEHAVIORALLY ANCHORED RATING SCALES

ADAPTABILITY

Maintaining effectiveness when experiencing major changes in personal work tasks or the work environment; adjusting effectively to work within new work structures, processes, requirements, or cultures.

Needs Improvement

- Often resistant to changes; defends and continues to rely upon existing/status quo approaches and procedures.
- Often does not effectively adapt behavior in response to current situational needs.
- Shows resistance in adjusting to new work processes and task requirements.

Meets Expectations

- Effectively adjusts behavior in response to changing work environments and work processes.
- Works well within an ambiguous situation.
- Adapts ideas and actions based on input from others.
- Adjusts personal working style and incorporates process improvements to meet the needs of the situation, individual, department, or agency.
- Helps others to understand the reasons for change and to maintain composure during it.

High Performing

- Excels in an environment of frequently changing work structures and processes.
- Identifies opportunities and attains a high level of performance or achievement within a newly changed situation or environment.
- Anticipates work changes and immediately adapts to the new situations and work requirements.
- Develops employees that are highly effective in responding to frequently changing work requirements and organizational structures.

COMMUNICATION

Clearly conveying and receiving information and ideas through a variety of media to individuals or groups in a manner that engages the audience, helps them understand and retain the message, and permits response and feedback from the listener.

Needs Improvement

- Often has difficulty in succinctly stating or writing key points regarding an issue or concern.
- Communications are frequently one-way; fails to process or incorporate input, feedback and response of message recipient.
- Communication is generally not clear or persuasive to the audience for which it is intended; relies on jargon or complex wording inappropriately.
- Demonstrates a lack of sensitivity when communicating with others.

Meets Expectations

- Effective in both providing and receiving information and data.
- Communications are generally clear and easy to understand.
- Factors in the issues and capabilities of the audience in communication.
- Accurately assesses who/which groups should receive message, and respects the existing chain of command.
- Organizes messages to include appropriate introduction, key content and summary.

High Performing

- Consistently articulates, in verbal and written form, otherwise complex ideas in a concise and easy to understand manner.
- Highly persuasive in communications; presents ideas in a manner which actively engage the listener or reader.
- Highly effective in active listening; can accurately restate the sender's message in different words and terms while also considering the recipient's preferences and communication style.
- Excels in public speaking with the ability to effectively address a variety of groups and situations.

CUSTOMER FOCUS

CORE COMPETENCY

Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.

Needs Improvement

- Does not consistently provide quality service to the customer; receives customer complaints.
- Often fails to provide customer with essential and appropriate information in a timely fashion.
- Occasionally uses existing (or absence of specific) rules or procedures to justify avoiding service to customer groups.
- Inflexible or unwilling to take appropriate risks to meet the needs of the customer.
- Does not understand or demonstrate to others the Department's value of customer service.
- Does not hold others accountable for maintaining satisfactory levels of customer service.

Meets Expectations

- Provides polite, accurate and timely information in response to customer requests; informs and educates customer regarding available alternatives where they exist.
- Uses customer feedback to improve customer service.
- Explains difficult information in a manner focused on the customer's perspective and level of knowledge.
- Establishes positive relationships with internal and external customers.
- Effectively manages customers when deadlines can not be met; provides alternatives to help them meet their needs.
- Focuses on service and service quality within everyday activities and tasks.
- Demonstrates to other persons or departments how the services of the organization can support their needs.
- Expresses the importance of maintaining a customer-focused mindset. Reminds peers and direct reports about how to treat and interact with customers.

High Performing

- Consistently exceeds customer expectations by anticipating needs and proactively making recommendations.

- Actively and frequently seeks feedback from customers to identify ways to continuously improve customer service.

- Establishes highly effective relationships of trust and collaboration with new and ongoing customers.

- Works to eliminate barriers that interfere with providing outstanding customer service.

- Fosters a customer-focused climate by constantly challenging peers and direct reports to "think like a customer" and provide internal and external customers with the highest levels of service.

DECISION MAKING   CORE COMPETENCY

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

Needs Improvement

- Decisions are not made based on logical thought and analysis.

- Sometimes fails to consider past/similar experiences or input of stakeholders in the decision making process.

- Frequently makes decisions in a "vacuum" without gathering facts or utilizing others' expertise.

- Often fails to thoroughly think through the outcome of a decision; does not make logical inferences about the situation and outcome.

- Quick to adopt a solution without evaluation of alternatives or potentially adverse consequences.

- Decisions are often not made in a timely manner.

Meets Expectations

- Gathers information from a variety of sources prior to making a decision.

- Makes decisions based upon the application of available criteria to several viable alternatives.

- Analyzes factors which are relevant to the decision such as the current situation and the criticality of the decision and its impact, costs, resources, and stakeholders.

- Successfully conducts a cost/benefit analysis in the review of potential alternatives to a given decision.
- Clearly explains the rationale behind decisions that are made.
- Decisions are sound, logical, realistic, and exhibit prudent risk taking.

High Performing

- Consistently demonstrates a pattern of quality decisions that reflect objective criteria and organizational needs.
- Systematically gathers quality research, and/or assembles key information which is not immediately available but is essential to effective decision making.
- Actively involves others in the decision making process; fully utilizes others' expertise and range of resources for developing the best solutions.
- Makes successful decisions within short time frames or crisis situations that demonstrate an intelligent rationale, experience and judgment.
- Convincingly demonstrates and defends the short-term and long-term impact of otherwise unpopular decisions.

INNOVATION   CORE COMPETENCY

Generating innovative solutions in work situations; trying different and novel ways to deal with work problems and opportunities.

Needs Improvement

- Resists new and better ways of solving problems or completing tasks.
- Rarely questions the efficiency of processes or makes recommendations for improvements.
- Discourages new ideas and approaches.
- Not usually able to produce fresh, relevant ideas in response to defined opportunities, problems, or situations.

Meets Expectations

- Considers external and non-conventional practices and approaches in the development of alternatives.
- Seeks and is open to new approaches and alternatives to meet organizational goals and objectives.
- Integrates existing effective approaches with less conventional approaches to improve efficiency or productivity.
- Is willing to take risks associated with new approaches.

High Performing

- Highly effective in identifying and drawing out new ideas and concepts from individuals who are otherwise less creative or reluctant to consider innovative ideas or approaches.
- Develops highly creative alternatives to problems that address the shortcomings of more apparent or conventional alternatives.
- Creates an atmosphere where innovation is championed, rewarded, and expected of each individual; encourages calculated risk taking by others.
- Excels in seeking out information and applying new technology and practices to improve processes and generate unique solutions to emerging concerns.

TECHNICAL/PROFESSIONAL KNOWLEDGE AND SKILLS   CORE COMPETENCY

Possessing, acquiring, and maintaining the technical/professional expertise required to do the job effectively and to create customer solutions. Technical/professional expertise is demonstrated through problem solving, applying technical knowledge, and product and service management for the functional area in which one operates.

Needs Improvement

- Depth of expertise in any one area is not at the level required to consistently meet day-to-day needs.
- Provides information that is incorrect or incomplete; develops solutions that only partially meet business needs due to gaps in technical/professional knowledge.
- Knowledge in the various areas of job activities is limited.

- Views the job function and technical/professional contributions through a narrow perspective that is not closely linked to the organization's goals.

Meets Expectations

- Knowledgeable of own technical/professional area and service environment.
- Serves as a resource to others on technical/professional issues and problems.
- Actively guides others in interpreting and solving technical issues; accurately explains concepts so that the listener may understand and apply them effectively.
- Effectively applies technical/professional concepts within the field of work.
- Effectively relates the job function and technical/professional skills to create needed solutions for the organization.
- Actively supports continuous learning and keeps abreast of new developments within technical/professional area.

High Performing

- Solves complex technical problems using advanced technical/professional expertise.
- Identifies opportunities and generates recommendations for the development of new technical/professional applications, products, and services within the organization.
- Has in-depth understanding of the technical detail of one's field and continuously searches out best practices.
- Possesses deep knowledge of area of expertise and frequently applies this knowledge as a subject matter expert externally or for other areas of the organization.

VALUING DIVERSITY AND INCLUSION CORE COMPETENCY

Actively appreciating and including the diverse capabilities, insights, and ideas of others and working effectively and respectfully with individuals of diverse backgrounds, styles, abilities, and motivations.

Needs Improvement

- Is not able to articulate an understanding of the value of diversity and inclusion.
- Uses offensive or exclusionary communication.
- Fails to advocate the concept of diversity and inclusion.
- Does not motivate others to endorse and implement diversity and inclusion.
- Does not take action to evaluate and promote diversity and inclusion in the workplace.
- Does not support the progress and professional development of others.
- Does not treat all people respectfully.
- Does not understand how personal values and biases can impact behavior.
- Does not sufficiently strive to understand others' backgrounds, styles, abilities, and motivations.

Meets Expectations

- Able to articulate an understanding of the value of diversity and inclusion.
- Communicates in positive, non-offensive and inclusive terms with all people regardless of background or diversity.
- Advocates the concept of diversity and inclusion.
- Motivates others to endorse diversity and inclusion.
- Takes some action to evaluate and promote diversity and inclusion in the workplace.
- Supports the progress and professional development of others regardless of diversity.
- Treats all people respectfully regardless of diversity.
- Understands how personal values and biases could impact behavior.
- Strives to understand others' backgrounds, styles, abilities, and motivations.

High Performing

- Able to articulate an understanding of the value of diversity and inclusion and models behaviors that support diversity and inclusion.

- Communicates in positive, non-offensive and inclusive terms with all people regardless of background or diversity, and appropriately expresses disapproval of offensive communications by others.
- Articulates and promotes the vision of diversity and inclusion.
- Motivates others to endorse and champion diversity and inclusion.
- Consistently takes actions to evaluate and promote diversity and inclusion in the workplace.
- Implements comprehensive approaches to promote the progress and professional development of others.
- Treats all people respectfully regardless of their diversity and promotes respect as an important component of diversity and inclusion.
- Makes it a regular practice to examine personal values and biases to maximize inclusion of diverse perspectives.
- Strives to understand others' backgrounds, styles, abilities, and motivations and encourages others to do the same.

PLANNING AND ORGANIZING WORK   MANAGING ACTIVITIES AND RESOURCES

Establishing courses of action for self and others to ensure that work is completed efficiently.

Needs Improvement

- Focuses exclusively on the task at the current moment; does not schedule beyond the immediate.
- Has difficulty prioritizing actions; needs a great deal of direction around what to do and when.
- Does not consistently deliver results on time or within budget.
- Does not manage time well on everyday tasks; may focus on one task at the exclusion of others; does not monitor own progress effectively.
- Does not effectively monitor the progress of the work activities of team members or subordinates.

Meets Expectations

- Determines specific work tasks and available resources to ensure timely completion of most important work assignments.
- Effectively prioritizes tasks based on their importance and time requirements.

- Monitors progress of work activities and modifies plans to address changing priorities and needs and develops sound contingency plans.
- Delivers results on time and within budget; does not over-promise or under-deliver.
- Utilizes a structured approach to project planning and management to meet objectives with available resources.
- Effectively implements project plans with subordinates to achieve results; monitors subordinate progress while retaining overall project responsibility.

High Performing

- Consistently completes projects utilizing minimal or optimal resources within or ahead of established timeframes.
- Consistently develops comprehensive and integrated project activity plans based on sound techniques that support the achievement of organizational strategic needs.
- Excels in implementing project plans; effectively manages multiple projects to completion in highly challenging or changing situations.
- Anticipates the need for alternate courses of action and successfully implements contingencies in response to frequently changing demands; knows project status and risks at all times.

DELEGATING RESPONSIBILITY   MANAGING ACTIVITIES AND RESOURCES

Allocating decision-making authority and/or task responsibility to appropriate others to maximize the organization's and individual's effectiveness.

Needs Improvement

- Is reluctant to assign work beyond tested resources.
- Micro-manages projects; subordinates follow orders for most tasks and are not authorized to use own judgment and expertise.
- Frequently does not provide adequate information when delegating.
- Does not explain expected outcomes for an assigned task.

- Assigns inappropriate tasks for the skill levels of subordinates.
- Does not effectively consider people's workloads and schedules when assigning tasks.

Meets Expectations

- Balances subordinate workloads and skill sets when assigning tasks.
- Delegates activities to others to complete; monitors progress towards completion of the work.
- Explains expected results and allows employees to utilize appropriate degree of own judgment and knowledge to complete the work.
- Sets clear task or project completion expectations.
- Assigns appropriate tasks for the skill levels of subordinates.

High Performing

- Consistently and effectively assigns and utilizes appropriate staff and resources to complete multiple projects successfully and within or ahead of schedule.
- Delegates activities to grow staff capabilities; knows which activities can be effectively delegated to which staff.
- When assigning work, gives clear goals and objectives within parameters; empowers people to exercise own judgment and expertise to complete the work.
- Assigns tasks to team members in a manner that maximizes the quality and quantity of work which is completed by the entire team.

BUILDING TRUST   MANAGING PEOPLE AND TEAMS

Interacting with others in a way that gives them confidence in one's intentions and those of the organization.

Needs Improvement

- Does not treat others in a consistent and fair manner; "plays favorites" with some subordinates.

- Does not routinely follow through on commitments.
- Doesn't take personal responsibility and places blame when things go wrong.
- Does not keep confidential or personal information to self; shares inappropriate information (e.g., rumors, gossip).

Meets Expectations

- Consistently follows through on commitments and promises.
- Is trustworthy with confidential information.
- Is fair and consistent with staff; states rules as well as consequences for non-compliance to rules or requirements.
- Acknowledges the contribution of others and gives credit where due.
- Communicates openly and honestly with employees, peers, and supervisors.
- Is open and honest with staff; shares information with staff and acknowledges when he/she does not immediately have the answers to a problem or situation.

High Performing

- Consistently fulfills promises and commitments including those that may be unpopular or difficult.
- Takes appropriate risks to convey directives and information back and forth between upper management and employees.
- Communicates openly with employees on difficult issues to clear up "mixed messages" employees may have received.
- Openly accepts responsibility for setbacks and less successful endeavors by self or team; discusses how to amend the situation in the future, including modification of own efforts or actions.

DEVELOPING A SUCCESSFUL TEAM   MANAGING PEOPLE AND TEAMS

Using appropriate methods and a flexible interpersonal style to help develop a cohesive team; facilitating the completion of team goals.

Needs Improvement

- Often fails to build consensus in team thoughts and actions; key objectives are not understood by or acted upon by team members.
- Does not promote full team involvement in decisions; leader makes all substantive decisions.
- Expects the team to solve problems but does not give enough guidance or support.
- Ignores dissention; doesn't attain full team participation; allows one or more team members to unduly influence others.
- Does not consider diversity of skills and perspectives in assembling and developing team.

Meets Expectations

- Brings individuals together who effectively work towards solving a problem or goal.
- Monitors team progress towards goals and regularly provides feedback to the team regarding progress.
- Actively involves the team in decision making; gives the team credit for successes as well as responsibility for failures.
- Actively seeks ideas and involvement of team members in problem solving and shares information on why decisions are made.
- Creates an environment where team members accept differences in approaches; values opinions of others and acts to promote the success of the entire team.

High Performing

- Leads teams that are highly effective in producing significant business results; teams are recognized within the organization for their ability to deliver results.
- Creates high performing teams where team members regularly learn from each other and adapt team processes for improved team efficiency and outcomes.
- Highly effective in developing and sustaining a high level of team member commitment and "ownership" for decisions and results by team members.
- Conveys strong confidence in self and team; builds pride in the team and inspires team members to perform to their fullest.
- Insightfully diagnoses critical skills and capabilities needed by individuals or by the entire team, and takes effective action to bring about needed improvement.

Focusing and guiding others in accomplishing work objectives.

Needs Improvement

- Does not consistently emphasize the importance of high quality work; does not hold subordinates accountable for marginal quality work.
- Does not set clear expectations for defining work success.
- Does not obtain or provide adequate training or experiences for staff to accomplish work objectives.
- Does not effectively monitor progress of subordinates or team member actions resulting in wasted resources or re-work.
- Is not approachable to staff who have questions or seek advice on completing work effectively.
- Does not regularly provide feedback to staff on work performance; discusses performance primarily during the annual review.

Meets Expectations

- Sets performance objectives for the individual and/or the project; ensures people understand the assignment.
- Works with subordinates to generate performance goals that are specific, measurable, and time-bound; establishes an agreed upon mechanism for monitoring progress.
- Holds team members accountable for achieving results.
- Ensures that individuals have the proper training for the task at hand.
- Monitors performance and provides regular feedback in addition to the annual performance review.
- Provides the necessary tools for staff to accomplish work objectives; helps to eliminate obstacles or problems.
- Provides objective and insightful feedback on others' strengths and weaknesses.

High Performing

- Sets high performance expectations for the individual or team; creates high levels of commitment and buy-in for results; holds others accountable for achieving the results.

- Rewards and recognizes others in ways to both intrinsically and extrinsically motivate them; identifies appropriate rewards and recognition that motivates others and consistently delivers it to maximize individual and team performance.
- Finds ways to leverage strengths of team members and manage limitations in order to deliver strong team results.
- Takes necessary risks and action to successfully find resources, training, tools, etc. to support staff needs; is creative with regard to obtaining additional resources.
- Actively coaches others and works with them to create developmental opportunities to expand their knowledge and skill level; provides highly insightful feedback and guidance for career development.

MANAGING CONFLICT   MANAGING PEOPLE AND TEAMS

Dealing effectively with others in antagonistic situations; using appropriate interpersonal styles and methods to reduce tension or conflict between two or more people.

Needs Improvement

- Does not recognize when conflict is occurring or emotions are escalating; does not probe for interests of conflicting parties.
- Inappropriately avoids conflict; allows conflict to "fester" without bringing it out into the open and attempting to negotiate acceptable solutions.
- Defines only own interests; establishes own positions and biases rather than seeking common interests.
- Accepts or recommends acceptance of "win/lose" situations rather than seeking compromise of collaboration.
- Personalizes conflict; sometimes attacks people rather than issues.

Meets Expectations

- Identifies that there is a problem or conflict occurring and takes steps to resolve it.
- Assesses when to get involved with the conflict and when to let parties resolve it without involvement.
- Recognizes different interests, viewpoints, or needs of others and allows them to express their views in a respectful manner.
- Recognizes potentially harmful or illegal (violent, dangerous, harassment, etc.) situations and takes appropriate actions.

- Assists parties to achieve mutually acceptable "win-win" solutions.

High Performing

- Highly skilled in seeing early warning signs of conflict and takes steps to prevent problems; gets to essence of the problem to resolve issues before they escalate to a conflict.
- Excels in transforming conflict into problem solving; insightfully diagnoses issues and develops effective solutions that are accepted by others.
- Creates an environment where differences of expression or opinion are valued; differences are used to achieve superior results.
- Uses positive and constructive techniques to help team members anticipate and effectively deal with pressures and interpersonal conflicts that may occur in the work environment.

FACILITATING CHANGE   LEADING CHANGE

Encouraging others to seek opportunities for different and innovative approaches to addressing problems and opportunities, facilitating the implementation and acceptance of change within the workplace.

Needs Improvement

- Communicates resistance or fear of change to others.
- Limits involvement of others in charge; does not seek buy-in, input or ownership.
- Fails to modify own work practices or hold others accountable to following changes that are adopted by the organization.
- Inconsistent in support of change effort; abandons the change effort or presents change as coming from an outside source.
- Relays change information to staff but not in a consistent manner.
- Communicates change in a negative manner; discourages others from taking a new approach to work activities.

Meets Expectations

- Communicates organizational changes that are occurring to staff members; explains the purpose of the changes.

- Actively considers and openly discusses changes or modifications that are proposed by others.
- Introduces new goals, objectives, and processes to support organizational change and effectively monitors their implementation.
- Offers employees tools and support to adjust to changes.
- Acknowledges, explains, and supports change regardless of own preference and priorities.

High Performing

- Explains the business imperative of change and communicates a sense of urgency regarding the need to change.
- Proactively seeks out opportunities for change to increase the organization's effectiveness; builds consensus and creates acceptance of change while effectively addressing concerns.
- Actively involves others in the change process; solicits input ahead of time and assists others in seeing how changes will affect them.
- Consistently implements successful change; presents changes upward to management; provides feedback to employees on the success of change actions.

BUILDING PARTNERSHIPS   LEADING CHANGE

Identifying opportunities and taking action to build strategic relationships between one's area and other areas, teams, departments, units, or organizations to help achieve business goals.

Needs Improvement

- Rarely goes outside of the work unit or organization to coordinate activities with others.
- Infrequently or poorly communicates with other areas or departments.
- Focuses on own internal function rather than looking at the interfaces that surround the function.
- Often does not follow through on commitments to other areas or units.
- Does little to maintain or strengthen existing work relationships with subordinates, peers, or management.
- Does not look for or recognize opportunities to develop relationships within or outside the organization.

Meets Expectations

- Recognizes that other departments or groups can assist in goal attainment; seeks out relationships with these other areas to achieve work objectives.
- Educates self on the function and capabilities of other areas in the organization; stays knowledgeable of current activities of other work areas.
- Maintains relationships with other work areas or departments.
- Follows through on commitments to others work groups or areas.
- Develops relationships with other employees and teams for improved communications and effectiveness.

High Performing

- Builds mutually beneficial working partnerships with other areas or work groups; understands how each party adds value to the partnership.
- Proactively seeks and builds relationships with others both internally and externally.
- Establishes ongoing mutually beneficial partnerships with other organizational levels and areas that deliver successful "win-win" results to each party.
- Creates highly effective, mutually beneficial relationships with direct reports, peers, and management to achieve organization objectives; others within the organization view this manager as an important member of the management team.
- Proactively identifies, develops, and strengthens valuable relationships with other groups in the organization, and across other organizations to leverage results.